



**SEND Information Report 2022-2023**  
**Ladygrove Primary School and Nursery**

**What are the kinds of special educational needs for which provision is made at Ladygrove Primary School and Nursery?**

The 2015 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The code states that:

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

At Ladygrove Primary School and Nursery, we currently have pupils in each of these categories, but some children may have more than one need so their needs fall into more than one category. Currently, the areas of need which are most common are across school are Communication and Interaction and also Social, Emotional and Mental Health (but these are subject to change after each SEND teacher meeting). The least common category is Sensory and Physical, although we are having increasing numbers of children in school with these needs and have made significant adaptations to our school over the last few years. We have a wide range of provision in place to meet the needs of all children with SEND in our school and nursery.

We work with a wide variety of professionals and external bodies/ agencies to ensure that all of our children with SEND have their needs met.

**What are the school and nursery's policies for the identification and assessment of children attending the school/ nursery?**

**Our school SENDCO is currently Miss Beth Ellis.**

Miss Ellis is contactable via the school main telephone number – 01952 388370 or via the school e-mail address [A2168@taw.org.uk](mailto:A2168@taw.org.uk).

In line with local authority and national guidance we continue to follow the “Assess, Plan, Do, Review” Model. Every term we assess the progress children are making. The exception of this is phonics, where children are assessed half-termly. If a child has not made as much progress as hoped, we (the SENDCO along with teachers and teaching assistants) plan what we are going to do to ensure that the child makes the progress wanted. This is noted as a target on the child’s provision map. This may



mean that the child may be placed in an intervention group, have additional resources made available to them, or may access specialist support via a referral to the school LSAT, Educational Psychologist or external services such as Speech and Language Therapy, Occupational therapy, Sensory Inclusion Services (SIS) or other services as children's needs dictate. We then review how successful we have been and the progress the child has made.

Once this process has been completed, we will assess again and it may be decided that we need to plan for further provision to be put in place, or that no further support is required at this time. At this point it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Some children's needs are such that their support will need to be ongoing throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to access additional funding to support the child; possibly through a referral to the Local Authority Inclusive School Forum, Early Panel Funding or through requesting an Education, Health and Care Needs Assessment (EHCNA).

The school is proud of the provision that it provides in the form of 'The Rainbow Room.' This is nurture provision which supports children SEMH development. It is run by a member of staff who is trained in the principles of Nurture and support children in Reception to Year 6 on a part-time, timebound intervention. Specialist ELSA support is also provided by the staff in the room for children not taking part in nurture sessions.

Where pupils have additional needs on entry into Nursery or to Reception, a deferred entry may be agreed in discussion with parents and other agencies. Our Local Authority provides an Early Intervention Qualified teacher who supports children with SEND when they make the transition into our Nursery from another pre-school setting. Transition meetings are arranged to ensure your child has a successful start into our Nursery.

### **Assessment of children with SEND**

As mentioned, pupil progress is assessed termly. The SENDCO is responsible for monitoring and analysing the progress of SEND pupils. Following the termly pupil progress meetings with senior leaders and SEND review meetings, the SENDCO meets with class teachers to put together intervention groups. If children are making good progress, it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and continuous.

Boxhall profiling is used as a baseline for children accessing Nurture support/ ELSA support in our Rainbow Room as it allows for small steps of progress to be measured.

If we feel that children are displaying dyslexic tendencies, the screen Lucid Rapid by GL Ready will be used to assess children. Where there are significant gaps in



children's mathematical knowledge, IDL Maths will be used to assess pupils. This computer-based programme will also target areas for maths development by responding to the pupils individual needs.

Read, Write Inc is assessed half termly and children are put into small groups in order to target their needs.

### **What is the provision for children at Ladygrove Primary and Nursery how is it evaluated?**

Following the Pupil Progress meetings discussed, it is the job of the school's SENDCO, alongside class teachers, to decide which interventions will be run in each year group for the next half term/ term. The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different year group. In this event, such a decision will be discussed with parents. The school offers a wide range of interventions, in which teaching assistants and teachers are trained. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke interventions, which have been developed in-house to meet the needs of a particular group of children. If an appropriate intervention is not available, staff will often develop their own.

### **Monitoring impact of intervention support**

At the start of each intervention programme, the SENDCO, teaching assistants and teachers will work together to devise a set of targets for the group. Parents will be informed that their child is in a group and what the targets of the group are via their provision maps during the provision map review meetings. In the first session of an intervention, teaching assistants will complete a pre-assessment, identifying the children's strengths and weakness. This is noted on the child's provision map and on the pupil progress maps. Throughout the intervention the member of staff leading the intervention will record progress and attendance using a tracker sheet. This is so that we can monitor the impact of any non-attendance for pupils with SEND. At the end of the intervention, the children will be tested again to evaluate the progress that they have made and the impact which the intervention has had. This information is fed back to the children's class teachers and also the SENDCO, who can then identify which interventions are most successful. Progress is also fed back to parents at parents' evenings. The quality of support offered via our intervention programmes is monitored by the SENDCO.

### **Interventions currently available in school/ nursery**

(Please note, these will not all run at the same time).



<b>Support in developing Maths skills</b>	<b>Support in developing Literacy skills</b>	<b>Social/ behavioural support</b>	<b>Support with fine/ gross motor skills</b>	<b>Speech and Language support</b>
Precision Teaching Numicon Number Stacks Maths Toolkit Plus 1 The Power of 2 The Power of Tables IDL Maths Success at Arithmetic Every Child Counts Timetables Rock Stars	Precision teaching Read, Write Inc. 1:1 sessions Code X Project X Rapid Readers Speed Spellers Toe by Toe Speed Reading Rainbow Readers Read, Write Inc. spelling programme Colourful semantics SNIP	Circle of Friends Socially Speaking Lego build to express Volcano in my Tummy Helping Children Deal with Loss ELSA program	Write From the Start Fiddly Fun Dough Disco Write Dance Fun with Movement Cool Kids Advice from Occupational Therapy Occupational Therapy online toolkit	ELKLAN Listen with Lucy NELLI Stoke Speaks I Can Talk Ginger Bear Makaton TalkBoost

### **How do Ladygrove Primary School and Nursery adapt their curriculum to meet the needs of SEND children?**

At Ladygrove Primary School all teachers are teachers of SEND. Quality first teaching is important. Our long-term curriculum plans are updated annually and are available to parents on the school website. Our curriculum is topic based. All learning continues to be carefully planned and differentiated at an appropriate level, so it is accessible for all children. Children who are identified with additional needs access support and resources in order to help them to make progress and access the curriculum e.g., 1:1 support, small group withdrawn support sessions, coloured overlays, pencil grips etc.

### **What training do staff have in relation to the Special Educational Needs of children at Ladygrove Primary?**

The staff at Ladygrove Primary School and Nursery have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the



children in our care. Staff have completed professional development courses in the following areas:

**Speech and Language interventions:**

- Listen with Lucy
- NELI
- Stoke Speaks
- I Can Talk
- ELKAN
- Bespoke sessions from the SALT team regarding individual needs
- Makaton (Sign language for children)
- TalkBoost

**Communication and Interaction:**

- Autistic Spectrum Disorder Awareness
- Autism in Girls Training

**Social and Emotional Interventions:**

- Ginger Bear (Social skills programme)
- Nurture Group training
- Helping Children Deal with Loss
- Mental Health Award
- ELSA training
- Positive behaviour management strategies
- Lego build to express
- Physical restraint/ Managing actual or potential aggression (CPI training)
- Understanding attachment theory
- Emotion Coaching

**Specific Learning Difficulties:**

- Success at Arithmetic
- Every Child Counts
- Dyslexia friendly classrooms and approaches
- Supporting dyslexic children with writing
- Colourful semantics
- Dyscalculia awareness

**Physical Needs:**

- Cool Kids
- Dough Disco
- Write Dance
- Lift training (for child with physical needs)
- After-shock headset training
- Supporting the needs of visually impaired/ hearing impaired children



The SENDCO constantly looks for opportunities to further develop staff training. Future courses will be booked in line with the needs of children in the school and nursery at the time. This year, the SENDCO attended 'New SENDCO training', AET Autism training, Emotion Coaching and Local Authority termly SEND updates.

The SENDCO Miss B.Ellis has completed the National Award in Special Educational Needs Coordination.

### **Training this year at Ladygrove Primary**

Our training this year has centred on supporting those children with attachment, or those children who display attachment style behaviours. Staff have also had significant training in ACEs. All staff have also been invited to whole school Autism Training.

### **How will equipment and facilities be provided to support pupils/students at Ladygrove Primary?**

#### **Equipment**

The school's SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school and nursery follow the advice of outside agencies such as Occupational Therapy to ensure that children's needs are supported appropriately. Resources which are commonly used within school include:

<b>For children with fine/gross motor and posture difficulties e.g. Dyspraxia:</b>	<b>For children with concentration/behavioural difficulties e.g. ADHD:</b>	<b>For children with specific learning difficulties e.g. Dyslexia:</b>
Writing slopes Easi-grip pencils and pencil grips Different types of scissors Handled rulers Wobble/wedge cushions	Fiddle toys Concentration screens Personalised timetables Now and Next boards Time out tents Chewelry	Tinted overlays Coloured books Reading rulers Alphabet strips A variety of practical maths equipment Sound buttons (to record sentences) ICT resources including Clicker Colourful semantics Laptops Headsets with microphones for dictation



Additional equipment can be ordered as is required. For those with more complex physical difficulties for example, specialist equipment (such as standing frames and standing desks etc.) can be sourced.

## **Facilities**

Ladygrove provides a fully accessible environment for those children with physical needs. The site itself has a number of levels, but all of these are joined by ramps or stairs with lifts, making it as wheelchair friendly as possible. There are 3 disabled toilets situated at a variety of points throughout the school, meaning that one is never too far. Each of these is fitted with grab bars. All of the classrooms are large and organised to suit the needs of the class. The rooms are well lit, ventilated and are engaging for the children. Our school has a hearing induction loop in the new build areas of school. We have changes in camber in the school building and stairs, highlighted in yellow tape to make it visual to our sight impaired children. Posts on the playground are also covered in yellow cushioning.

In the academic year 2022-23 we extended our pastoral provision due to increasing need within school, using a grant, which has transformed our demountable classrooms into purpose build pastoral rooms. We have a KS1 and KS2 Rainbow room as part of this provision.

## **Outdoors facilities**

The playground features a number of large, tarmacked areas and designated quiet areas for those who wish to spend their break times more quietly. The playground also features a jungle gym area, which is ideal for helping to develop gross motor skills. The school has also installed an outdoor gymnasium, aimed particularly at children with ADHD and similar difficulties, providing them with an area to burn energy, in a safe environment.

## **How are pupils with special educational needs and disabilities supported in accessing sports and extra-curricular activities?**

Ladygrove Primary School and Nursery prides itself on being a fully inclusive environment. This includes a variety of sports and extra-curricular activities. The SENDCO ensures that all external coaches who enter the school or nursery are made fully aware of the needs of the children in our school. These clubs are open to all children.

## **Arrangements for consulting parents of children with SEND?**

We believe that the parents/carers of children with SEND play an essential role in supporting their children's progress both in and out of school. As a result of this, the school work hard to ensure strong links with parents. The school's Pastoral Lead and pastoral team are always available before and after school or nursery to talk to, should





parents/carers have any queries or concerns. Further appointments can be made with the SENDCO as required by contacting the school. The SENDCO also runs termly 'drop in' sessions for parents. Class teachers are also available after school on a daily basis. If they are unable to answer a question directly, they may consult the SENDCO or Pastoral Lead and will report back as soon as possible.

This year we have worked hard to fully involve all of our SEND children's parents in their learning and keep them updated about their progress. This was a key action following on from our OFSTED report in December 2019.

Prior to a consultation with a professional, such as the Learning Support Advisory Teacher or Educational Psychologist, parents will be informed and asked to sign a consent form. When a child has been part of a consultation with a professional, a letter is sent via email to parents informing them that the consultation has taken place. Parents can request a copy of the notes made during the consultation and the targets given by professionals will be put onto the child's provision map, which are shared with parents at provision map review meetings.

As soon as a child is identified as having additional needs and they are placed on the SEND register, a letter is sent to parents detailing the reasons for this.

We hold termly meetings in addition to parent's meetings, where children's provision maps are shared with parents/ carers. This is also an opportunity for parents to contribute to the child's provision map and create targets alongside the school. They are also asked what support they feel they could offer the child at home.

We distribute an annual questionnaire to parents and invite those parents of children with SEND to give us suggestions of things we can do to support them/ their children. As a result of these questionnaires, we have introduced coffee mornings to which we invite speakers who may be of interest for parents of children with SEND.

### **Arrangements for consulting children**

At Ladygrove we encourage the children in our care to be independent learners and to develop a resilient attitude and act as "Team Ant". We therefore love to hear from the children as to how they think they can improve their learning environment. This is true of all children in our school, SEND children included.

### **School Council**

The school has a well-established School Council. Annually every class in school nominates a girl and a boy to be on the School Parliament. As this is nominated by peers, it is completely non-discriminatory and open to everyone. School Parliament meet with a member of our Leadership Team/ DSL weekly to discuss school issues and also run assemblies on a regular basis, with the help of a member of staff.





## **Pupil Voice**

Whenever the Leadership Team looks at the quality of teaching and learning within school, they will actively seek the views of SEND children in whatever subject is being monitored. A pupil voice form is created for every child in the school to gather their views.

## **The Pastoral Team**

In addition, the school's pastoral team play a key role in ensuring that the pupil voice is heard. Children can visit the team at any time of day to talk to a member of the pastoral team.

## **Pupil Conferencing:**

Class teachers meet with the SEND children in their class termly when they review their Provision Maps. At this meeting the child is given the opportunity to update their one-page profile and are given the opportunity to reflect on their progress to their targets.

**What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Ladygrove Primary and Nursery?**

## **The Governing Body**

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, SENDCO and Link Governor at Governor's Meetings.

- The Link Governor for SEND meets on a termly basis with the SENDCO to ensure appropriate provision is made for pupils with SEND.
- The Governing Body are invited to observe the intervention programmes in place for children with SEND.
- The SENDCO regularly presents data about the progression and attainment of all SEND children to the Governing Body.
- The Governing Body reviews and monitors the school SEND policy.

## **Complaints procedure**

We are very pleased with the support we offer, and we know that on the whole our parents are too -they have told us this in many parent questionnaires. If any parents are unclear or unsure of the support their child is receiving however, in the first instance the issue should be discussed with the child's class teacher. If the issue is still not resolved, it may be relevant to speak to the SENDCO Miss B. Ellis or the Pastoral Lead Miss K. Piper. If necessary, please arrange to speak to or meet with



them by making an appointment through the school office. Should further action be required, in line with the school's complaints procedure, the Headteacher (Mrs J. Weichlbauer) may need to be involved. For Nursery, please contact our Early Years Lead Mrs E. Barrow or Nursery Teacher Miss R. Morgan.

### **How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Ladygrove Primary and Nursery and in supporting their families?**

As a school, we recognise that the role of outside agencies and organisations is vital in supporting children with SEND. The SENDCO is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

#### **Health services**

The school has close links with a number of health services, who assist us in supporting a number of children with specific medical needs. Over the course past year, we have received support and advice from the following services:

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Sensory Inclusion Service
- Ophthalmology
- BEEU
- Behaviour Support
- Paediatric Consultants
- Educational Psychology
- School Nurses
- Early Intervention

#### **Social services**

The staff at Ladygrove Primary and Nursery work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Pastoral Team in particular are in frequent contact with Family Connect and other departments, such as Housing, to ensure that all children at Ladygrove Primary are given the best possible start in life and that they come to school ready to learn.

#### **Local authority services**

On an annual basis, the school buys in additional support from the "Learning Support Advisory Team" who are professionals trained in assessing children's needs and providing advice on how best to support them in school or nursery. Over the course of the last year, a number of children in school have been seen by the service and they



have also advised us on providing children with extra time in SATs. The school also accesses the Behaviour Support Service who provide assessment, advice and in some cases trained mentors to work 1:1 with particular children in school. In addition to this, the school makes effective use of the Educational Psychology Service. In order to keep fully up to date on developments, the School's SENDCO also attends termly SEND Network Meetings, run by the Local Authority.

### **What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?**

At Ladygrove Primary School and Nursery, we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

#### **Transition at the start of a new school year**

As most children join us in September, as a matter of course we hold a transition morning at the end of the summer term, in July. On this morning children will meet their new teacher and class and take part in fun activities, in their new classrooms. Children from elsewhere who are due to start at the school often attend these sessions and usually find that they really help to settle their nerves over the long summer holidays! All teachers create a 'meet the teacher' sheet with information about their new teacher, a photograph of the teacher and the classroom.

#### **Moving from nursery to school**

Pupils moving up to school from nursery are often already very familiar with the school environment before they start. Nursery children eat lunch in the school hall on a daily basis. They also often make use of the Mini-Spinney and Spinney Forest School Area. Reception teachers hold a transition day for parents and children in the summer term, in which they meet their new teachers, see their new teachers and even have lunch together in the hall!

If a child is moving to us from a different school or nursery, a tour (within school and nursery hours) can be made by booking an appointment with the main school office. This gives children and parents alike the opportunity to see what Ladygrove is like on a normal day-to-day basis. A member of our Reception staff may also complete a home visit or visit their current Nursery setting (if they have one). Where necessary we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to the transition, this will be assessed on a case by case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to train staff. We work alongside the Local Authority's Occupational Therapy team to ensure that appropriate procedures and resources are in place for children that need them. For some children with significant SEMH difficulties, a social story of the school day may be provided.



### **Transfer from a different primary school**

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND this will then be read by the school's SENDCO and passed to their new class teacher. If parents have any particular concerns, they wish to discuss with either the SENDCO or class teacher, an appointment can be made, as your information and support is both important and useful to us!

### **Transition to secondary school**

We also think very carefully about the transition of pupils leaving us in year 6 to go to secondary school. Usually, if a child with SEND has particular concerns about attending secondary school, we can also arrange additional visits. Our Pastoral Lead has taken individual children or small groups to visit at a quieter time. Many of the secondary schools now also arrange additional sessions for children with SEND as a matter of course, which several children attended this year. For children who receive ISF (Inclusive School Forum) funding an ISF transition meeting takes place with the ISF team and the SENDCO from the secondary school, to create a provision map to cater for the child's transition needs.

### **Transition to a special school**

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child already has an "Education, Health and Care Plan" and is a decision which is made in conjunction with school, parents, the Local Authority and often a number of outside agencies. Places are often limited at special schools, but if it is felt necessary for a child's development then this can be an option. Over the course of the last year, several children from Ladygrove have made this transition successfully. In each case we have planned a careful transition.

### **Transition to and from the Rainbow Room**

A Boxall profile is completed for each child on entry to the Rainbow Room and they are assessed again when they leave the Rainbow Room to return to their usual class-based provision. Children attend the Rainbow Room for 2 afternoons a week. Children spend an initial 6 weeks in the Rainbow Room. Children have a gradual transition back into the classroom.

### **How does the school support Looked After Children with Special Educational Needs?**

The school understands that Looked After Children may require additional support in certain aspects of the curriculum and in terms of their social/ emotional development.



The school has an experienced pastoral team managed by our Pastoral Lead, who ensure that these children have all the support and assistance that they require. Those with Special Educational Needs and Disabilities are supported as discussed in this document and the school's 'Special Educational Needs and Disabilities Policy.' For more information on the school's arrangements for Looked After Children please see the "Children in Care Policy" on our school's website.

### **Where is the information on the Telford and Wrekin's Local Offer published?**

Telford and Wrekin's Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here:

<http://www.telfordsend.org.uk/>

*Written: July 2023*

*To be reviewed and updated: July 2024*